

ENGLISH TEST

35 Minutes—50 Questions

DIRECTIONS: In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. You are to choose the best answer to each question. If you think the original version is best, choose “**No Change**.”

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I

Alex Atala and Brazilian Cuisine

At first, Brazilian chef Alex Atala opened his 1 restaurant in São Paulo in 1999, people told him he’d never succeed. In a country where European cuisine was held in the highest regard, they said, no one would patronize a restaurant serving Brazilian food. Atala, whose restaurant has consistently ranked among the world’s best, has long disproven the naysayers. Using traditional Brazilian ingredients, such as, manioc root and even 2 ants—in innovative ways, he has thrilled 3 diners from around the world.

Still, Atala felt he could do more for his country 4 and its cuisine. In 2012, he founded Instituto Atá to help 4 promote lesser-known ingredients, particularly those of the Amazon basin, while working to protect Brazil’s biodiversity. Hearts of palm, for example, were typically

1. Which choice makes the sentence most grammatically acceptable?

- A. **No Change**
- B. Years ago,
- C. When
- D. **Delete** the underlined portion.

2. Which choice makes the sentence most grammatically acceptable?

- F. **No Change**
- G. ingredients—such as manioc root
- H. ingredients such as—manioc root
- J. ingredients such as, manioc root,

3. The writer wants to emphasize the positive experience diners have had at Atala’s restaurant. Which choice best accomplishes that goal?

- A. **No Change**
- B. mystified
- C. shocked
- D. startled

4. Given that all the choices are accurate, which one provides the best transition from the preceding paragraph to this paragraph?

- F. **No Change**
- G. Atala is known for sometimes incorporating fragrances into his dishes as well.
- H. In fact, Atala’s culinary training took place in classic European restaurants.
- J. Atala’s obvious affection for his homeland is said to be infectious.

GO ON TO THE NEXT PAGE.

harvested from Brazil's wild juçara palms in an unsustainable way. Needing eight years to mature, the tree dies once its large heart is removed. Atala began persuading producers to cultivate Amazonian pupunha palms, which grow clusters of stems, each with a small heart. Careful harvesting ensures that the tree will live to yield more hearts, resulting in environmentally friendly production.

Atala prioritizes his working relationships with Amazonian tribes. Utilizing their historical know-how they have, he aims to bolster tribe members' livelihoods while exposing a wider audience to Brazilian ingredients. For instance, Baniwa women have farmed

distinctly flavorful chili peppers for centuries that use indigenous agricultural techniques, to create a seasoning called pimenta jiquitaia. Partnering with Instituto Atá have enabled these women from a remote rain forest region to scale up production and market their product globally.

Expanding awareness of the rich diversity of Brazil's native ingredients, Atala continues to lead in deciphering the country's food culture. With his characteristic passion and intensity, the renowned chef seeks to inspire Brazilians to rediscover the connections between culture, nature, and food.

5. Which choice makes the sentence most grammatically acceptable?
 - A. No Change
 - B. tree dies once their
 - C. trees die once its
 - D. tree dies once it's
6. Which choice most effectively maintains the essay's tone?
 - F. No Change
 - G. pull through and spawn
 - H. continue to churn out
 - J. keep doling out
7. Which choice is least redundant in context?
 - A. No Change
 - B. knowledge that tribe members know about local plants,
 - C. knowledge of local plants in the area,
 - D. knowledge of local plants,
8. Which choice makes the sentence most grammatically acceptable?
 - F. No Change
 - G. centuries, which use
 - H. centuries who use
 - J. centuries, using
9. Which choice makes the sentence most grammatically acceptable?
 - A. No Change
 - B. has enabled
 - C. are enabling
 - D. enable
10. Which choice is clearest and most precise in context?
 - F. No Change
 - G. transforming
 - H. dislocating
 - J. contorting

PASSAGE II

Rediscovering Hrosvitha

Hrosvitha, a medieval author and dramatist¹¹—is one of the earliest known European women playwrights.

Although little is known about her life, scholars agree Hrosvitha was born to a noble family around 935 CE.

As a relation of Holy Roman Emperor Otto I, she most likely spent her early years as part of his court.

Later, sometime before 959 CE, she entered the abbey at Gandersheim, it was well known¹² as a significant center of learning.

Hrosvitha entered Gandersheim as a canoness rather than a nun. Her title did not require a vow of poverty, but Hrosvitha did take the abbey's customary vow of chastity, which absolved her of an obligation to marry.

This circumstance made it okay for her to keep her¹³ financial status without incurring responsibilities to

a husband and children. Nevertheless¹⁴, Hrosvitha had a greater level of independence—she could acquire property, receive guests, employ servants, and visit the royal court—than most women of her time.

Hrosvitha produced at least eight narrative religious poems, two historical epics (about the court of Otto I and¹⁵ Gandersheim), and six comedy-dramas. It is for these dramas that she is best known today.

11. Which choice makes the sentence most grammatically acceptable?

- A. No Change
- B. author and dramatist,
- C. author, and dramatist
- D. author and dramatist

12. Which choice makes the sentence most grammatically acceptable?

- F. No Change
- G. Gandersheim and, historically, this abbey was
- H. Gandersheim, it was an abbey
- J. Gandersheim, an abbey

13. Which choice most effectively maintains the essay's tone?

- A. No Change
- B. permitted her to hang on to
- C. allowed her to retain
- D. let her keep up

14. Which transition word or phrase is most logical in context?

- F. No Change
- G. On the other hand,
- H. As a result,
- J. In contrast,

15. Which choice best helps indicate that each historical epic covered different subject matter?

- A. No Change
- B. (each focused on the court of Otto I and
- C. (focusing on the court of Otto I as well as
- D. (one about the court of Otto I, the other about

GO ON TO THE NEXT PAGE.

PASSAGE III

A Musical Detour

[1]

Every night while driving home from a hectic day at work, my three-year-old twins quarreling in the backseat, I take a short detour. I turn off the gridlocked highway, onto a stretch of Route 66 that is, surrounded by arid New Mexico hills. When we're nearly three miles into our detour, I roll down the windows. Looking pointedly into the rearview mirror, windows rolled down, I say something about not throwing anything out of the car, but neither boy is listening. I check my speed. [A] Carefully, I steer toward the fog line. "Here it is, boys!" I yell at the backseat, the passenger-side tires finding the rumble strips etched into the asphalt.

[2]

Normal rumble strips create that loud, grating noise when you drive over them—like a built-in alarm for drivers who drift too close to the road's edge. These strips are different. The boys abruptly stop their squalling as the car begins to vibrate. Then, instead of that jolting warning noise, we hear the distinct strain of the song "America the Beautiful." [B] The road is playing us a song.

[3]

I've been taking this detour out of Albuquerque for two years, ever since these musical rumble strips were installed. City planners wanted to find out whether the novelty of hearing a snippet of song would give drivers an incentive to obey the speed limit; the tune is only recognizable if they're going a reasonable forty-five miles per hour. Whether this strategy works, I don't know.

16. Which choice makes the sentence most grammatically acceptable?

F. No Change

G. highway onto a stretch of Route 66, that is,

H. highway onto a stretch, of Route 66 that is

J. highway onto a stretch of Route 66 that is

17. Which choice is least redundant in context?

A. No Change

B. into the rearview mirror, three miles into our detour,

C. behind me by looking into the rearview mirror,

D. into the rearview mirror,

18. If the writer were to delete the underlined portion (adjusting the punctuation as needed), the paragraph would primarily lose:

F. information that indicates how prevalent rumble strips are on roadways.

G. a detail that reveals the narrator's opinion of distracted drivers.

H. information that clarifies a primary function of rumble strips.

J. a detail that indicates what the rumble strips look like.

19. Which choice is least redundant in context?

A. No Change

B. were implemented just outside Albuquerque.

C. that play music were put in.

D. were added a couple years ago.

GO ON TO THE NEXT PAGE.

[C] For me, this brief musical interlude is a charming curiosity, a welcome interruption in my work-week slog. Even though constant traffic has worn down the musical rumble strips and warped the sound of some of the notes, there are currently no plans to restore the strips.

20

[4]

After the last one of the notes fades into the darkening

21

sky, I glance back at the boys, who have been lulled by the wonder of the song. [D] I stop worrying about work, about how many toy cars might have gotten lost between there

22

and home. Until then, I feel like everything is going to

23

be just fine. 24

20. Given that all the choices are accurate, which one most effectively leads into the rest of the essay?

F. No Change

G. lots of other drivers, not just me, still make this detour to hear the tune.

H. sometimes drivers will turn around and drive over the strips again.

J. this detour on our drive home never fails to buoy my spirits.

21. Which choice makes the sentence most grammatically acceptable?

A. No Change

B. have disappeared

C. disappear

D. fade

22. Which choice makes the sentence most grammatically acceptable?

F. No Change

G. whom have

H. they have

J. whose

23. Which transition word or phrase is most logical in context?

A. No Change

B. Now and then,

C. For now,

D. Later,

24. At this point, the writer is considering adding the following accurate sentence:

I hear there is another musical road in the US, somewhere in California.

Should the writer make this addition?

F. Yes, because it makes clear that the narrator has plans to travel on other musical roads.

G. Yes, because it indicates that the musical road in New Mexico is not unique.

H. No, because it draws the focus away from the New Mexico musical road and its effect on the narrator.

J. No, because it fails to provide specific details about the construction of the musical road in California.

GO ON TO THE NEXT PAGE.



Question 25 asks about the preceding passage as a whole.

25. The writer wants to add the following sentence to the essay:

It is marvelously quiet.

The sentence would most logically be placed at:

- A. Point A in Paragraph 1.
- B. Point B in Paragraph 2.
- C. Point C in Paragraph 3.
- D. Point D in Paragraph 4.

PASSAGE IV

The Case for Visible Storage

[1]

Public museums exist for two main reasons: to educate the public and provide stewardship (legal and ²⁶ethical management, care, documentation, and use) of their collections. Unfortunately, due to space constraints, a typical museum only exhibits about ten percent of the items in its collection; the other ninety percent remains in storage. ²⁷When displaying such a small portion of artifacts severely limits public access and therefore public education. Furthermore, maintaining such a large number of artifacts in storage while acquiring additional items makes finding enough suitable storage space difficult, especially for delicate items. [A]

[2]

To remain true to the goals of education and stewardship, museums should dedicate public access space to visible storage. [B] Also known as open storage, ²⁸visible storage provides ways to display many items in small or irregular spaces, allowing more artifacts to be on exhibit. [C]

26. If the writer were to delete the underlined portion, the essay would primarily lose a:

- F. suggestion that not all public museums provide proper stewardship for their artifacts.
- G. clarification of what public museum stewardship entails.
- H. list of reasons for educating the public on stewardship.
- J. description of the daily tasks performed by curators.

27. Which choice makes the sentence most grammatically acceptable?

- A. No Change
- B. With the display of
- C. While displaying
- D. Displaying

28. Which choice makes the sentence most grammatically acceptable?

- F. No Change
- G. storage makes providing
- H. storage, which provides
- J. storage, providing

GO ON TO THE NEXT PAGE.



[3]

In a traditional museum display, each artifact is labeled and positioned at eye level with plenty of space between it and the other objects.

29

Subsequently, artifacts in visible storage spaces are placed close together and are often displayed from floor to ceiling with few labels. Areas of a museum that cannot house a traditional display, therefore, might be ideal for a visible storage display. Ceramic pottery where it might otherwise be positioned in individual glass cases might be lined up on shelves behind a glass wall. An antique fork and spoon fastened to a large informational board might instead be part of an entire set of silverware arranged under glass in pull-out cabinet drawers. [D]

[4]

While some artifacts can never be displayed 32,

many pieces that can—and should—be viewed are not.

33

29. Which choice makes the sentence most grammatically acceptable?

- A. **No Change**
- B. between them
- C. among them
- D. among it

30. Which transition word is most logical in context?

- F. **No Change**
- G. Conversely,
- H. Namely,
- J. Granted,

31. Which choice makes the sentence most grammatically acceptable?

- A. **No Change**
- B. that which
- C. that
- D. **Delete** the underlined portion.

32. At this point, the writer is considering adding the following parenthetical phrase:

(whether because of light sensitivity or the request of a donor)

Given that the information is accurate, should the writer make this addition here?

- F. Yes, because it gives specific examples to help explain why some objects can never be displayed in a museum.
- G. Yes, because it offers specific examples of items that require special storage.
- H. No, because it detracts from the paragraph's focus on the ideal museum layout.
- J. No, because it diminishes the role museums play in educating the public.

33. Which choice makes the sentence most grammatically acceptable?

- A. **No Change**
- B. can and should—
- C. can, and should
- D. can and, should

GO ON TO THE NEXT PAGE.

Whereas a museum designates areas for visible storage, it ³⁴ uses space efficiently, providing safe displays for artifacts and allowing visitors greater access to independently study the works that make the museum unique.

34. Which choice is clearest and most precise in context?

- F. No Change
- G. Although
- H. When
- J. Since

Question 35 asks about the preceding passage as a whole.

35. The writer wants to add the following sentence to the essay:

This potentially compromises stewardship.

For the sake of logic and cohesion, the sentence should be placed at:

- A. Point A in Paragraph 1.
- B. Point B in Paragraph 2.
- C. Point C in Paragraph 2.
- D. Point D in Paragraph 3.

PASSAGE V

The Sociable Weavers' Complex Nest

In the sparse yet relatively green environment of the Kalahari Desert, birds known as sociable weavers build their enormous nests atop the desert's signature camelthorn trees. Slung across the branches, each nest—which can measure up to thirteen feet wide and seven feet thick—is a sprawling community home to hundreds of birds. 36

36. If the writer were to delete the phrase “which can measure up to thirteen feet wide and seven feet thick” from the preceding sentence (adjusting the punctuation as needed), the sentence would primarily lose:

- F. specific information that illustrates the minimum height at which the weavers begin building their nests.
- G. specific information that underscores the enormousness of the weavers' nests.
- H. details that clarify how the weavers are able to survive in the Kalahari Desert.
- J. details that explain how the weavers' nests differ from other birds' nests.

GO ON TO THE NEXT PAGE.

A weaver nest does not resemble a common bowl-like bird nest. Although the weavers use typical materials such as sticks, grass, and feathers to construct their nests, the nests look more like disorganized piles. Built within each nest are as many as one hundred four-to-six-inch-wide chambers. A bird enters a chamber by flying to the underside of the

nest, it squeezes through a one-inch-wide entrance hole, and continuing up a passageway to a chamber. In each chamber, up to five of the sparrow-sized birds can huddle as a group together when the Kalahari nights get cold.

The multi-chamber construction of the weaver nest has drawn comparisons to that of an apartment building. Indeed, the nests exemplify communal living at there most effective. Each one houses multiple generations of birds, all of whom work together to maintain their home.

37. The writer wants to emphasize the unusual appearance of the weavers' nests by using playful language to evoke a specific image. Which choice best accomplishes this goal?

- A. No Change
- B. carelessly plunked-down haystacks.
- C. collections of disparate items.
- D. large knots.

38. Which choice makes the sentence most grammatically acceptable?

- F. No Change
- G. then squeezes
- H. squeezing
- J. to squeeze

39. Which choice is least redundant in context?

- A. No Change
- B. all together, staying warm when the temperature drops and gets colder at night.
- C. and stay warm when temperatures plummet at night and it's cold.
- D. for warmth during the cold Kalahari nights.

40. Which choice makes the sentence most grammatically acceptable?

- F. No Change
- G. when its at it's
- H. at it's
- J. at its

PASSAGE VI

The Artful Stitch of *Paj Ntaub*

She depicts flowers with layers of petals, intricate spirals and rosettes, teardrops bending within circles, and dizzying mazes of lines—embroidering them in vibrant ⁴¹reds, blues, pinks, yellows, and greens on fabric of delicate silk or cotton. Pang Xiong Sirirathasuk Sikoun is a master of *paj ntaub*, or “flower cloth” embroidery, the most difficult of the century’s-oldest ⁴²Hmong needlework arts.

Paj ntaub is increasingly made in lighter, softer shades ⁴³today. She’s been creating stitched textiles since she was a ⁴³young woman living in northern Laos. For the past several decades, she’s been designing *paj ntaub* in Philadelphia, Pennsylvania, where she also teaches her craft.

Flower cloth (commonly as a shirt, ⁴⁴dress, coat, or collar) is made to be worn ⁴⁴as clothing and, depending on the amount of needlework on the piece, is designed either for everyday wear or for a special occasion.

41. Which choice best maintains the stylistic pattern of descriptions established earlier in the sentence?
- A. No Change
 - B. something with a dizzying effect—
 - C. mazes that she creates—
 - D. so many lines—
42. Which choice makes the sentence most grammatically acceptable?
- F. No Change
 - G. centuries-old
 - H. centuries’-old
 - J. century’s-old
43. The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?
- A. Kept, because it compares Pang Xiong’s embroidery style with that of modern *paj ntaub*.
 - B. Kept, because it places the subject of the essay in a modern context.
 - C. Deleted, because it detracts from the paragraph’s focus on the various styles of ancient Hmong needlework arts.
 - D. Deleted, because it adds a detail that is irrelevant to the paragraph’s introduction of Pang Xiong’s connection to *paj ntaub*.
44. The best placement for the underlined portion would be:
- F. where it is now.
 - G. after the word *made*.
 - H. after the word *clothing*.
 - J. after the word *needlework*.

GO ON TO THE NEXT PAGE.



With pattern names such as “elephant’s foot” and “snail house” and images of animals framed by geometric designs, paj ntaub patterns are versatile.

45

What distinguishes *paj ntaub* from other Hmong needlework arts are the artist’s use of tiny, tight stitches and several complex techniques. One

technique is reverse appliqué, in which shapes are cut out from, rather than added on top of, the embroidered fabric. Another is elaborate overstitching: thousands of layered stitches are applied to its surface.

47

Pang Xiong regrets that most people she knows today wear only regular clothes. When she was growing up in Laos, she explains, she had few items of clothing, but each garment she owned was handcrafted *paj ntaub*.

48

45. Which choice most clearly builds on the information provided earlier in the sentence about a common theme in *paj ntaub* patterns and images?

- A. **No Change**
- B. only a master artist is able to create *paj ntaub* clothing for special occasions.
- C. *paj ntaub* patterns are extraordinarily colorful.
- D. *paj ntaub* celebrates the natural world.

46. Which choice makes the sentence most grammatically acceptable?

- F. **No Change**
- G. appliqué which
- H. appliqué and
- J. appliqué,

47. Which choice makes the sentence most grammatically acceptable?

- A. **No Change**
- B. the surface of the fabric.
- C. the surface of it.
- D. their surface.

48. The writer is considering revising the underlined portion to the following:

mass-produced

Should the writer make this revision?

- F. Yes, because the revision creates a clearer contrast between the homogeneous styles of clothing that are popular today and the handcrafted *paj ntaub*.
- G. Yes, because the revision emphasizes Pang Xiong’s desire for her handcrafted *paj ntaub* to be sold on a large scale in stores.
- H. No, because the original word reinforces the idea that although *paj ntaub* clothing can be used for everyday wear, it should be saved for special occasions.
- J. No, because the original word more specifically describes the type of clothing Pang Xiong disapproves of.

GO ON TO THE NEXT PAGE.



However, she still wears flower cloth every day and ⁴⁹would like to inspire others to do so. Pang Xiong teaches *paj ntaub* in art museums—including at the Smithsonian Institution, where some of her textiles are on permanent display—and in community settings around Philadelphia.

50 Pang Xiong is showing a new generation the joys of *paj ntaub* and beautiful handcrafted clothing.

49. Which transition word or phrase, if any, is most logical in context?

- A. No Change
- B. For example, she
- C. Besides, she
- D. She

50. Which of the following true statements, if added here, would best build on the ideas presented in this paragraph and connect to the final sentence of the essay?

- F. She loves when people, no matter what their ethnicity, wear traditional clothing every day.
- G. She often teaches *paj ntaub* to Hmong adults her age who want to learn new techniques.
- H. Recently, she worked with nine young Hmong women in a formal apprenticeship.
- J. One of her own favorite pieces tells the story of her family.

END OF TEST 1

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.



MATHEMATICS TEST

50 Minutes—45 Questions

DIRECTIONS: Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer document.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on this test. You may use your calculator for any problems you choose,

but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

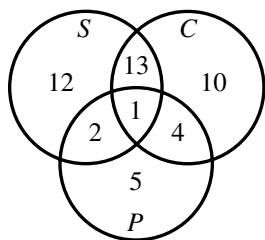
1. Illustrative figures are **not** necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word “line” indicates a straight line.
4. The word “average” indicates arithmetic mean.

1. Cameron took 4 tests, and his scores were as follows: 100, 60, 80, and 30. Cameron took another test that was scored x . The mean score of the 5 tests he took is 72. What is the value of x ?

- A. 54
- B. 67.5
- C. 68.4
- D. 90

DO YOUR FIGURING HERE.

2. In the Venn diagram below, circles S , C , and P represent farms raising sheep, cows, and pigs, respectively. How many of the 47 farms represented in the diagram do **not** raise cows?



- F. 15
- G. 17
- H. 18
- J. 19

GO ON TO THE NEXT PAGE.



3. Marco designs a spinner wheel that has exactly 4 sections: red, blue, green, and yellow. He wants the spinner wheel to have a 25% chance of landing on each section. He spins the wheel 500 times. The results of the spins are shown in this table.

Spinner wheel section	Number of times the spinner lands in each section
Red	80
Blue	165
Green	130
Yellow	125

Based on the results in this table, one of the following changes would be the best fix. Which one?

- A. He should decrease the area of the red section by increasing the area of the blue section.
 - B. He should increase the area of the red section by decreasing the area of the blue section.
 - C. He should increase the area of the red section by decreasing the area of any of the other three sections.
 - D. He should decrease the area of the blue section, and then it does **not** matter which section's area is increased.
4. In $\triangle ABC$, $\angle A$ and $\angle C$ are congruent, and the measure of $\angle B$ is 143.6° . What is the measure of $\angle A$?
- F. 18.2°
 - G. 36.4°
 - H. 71.8°
 - J. 143.6°
5. Which of the following expressions is equivalent to $x^2 - x - 30$?
- A. $(x + 3)(x - 10)$
 - B. $(x + 6)(x - 5)$
 - C. $(x - 6)(x + 5)$
 - D. $(x - 15)(x - 15)$
6. Which of the following matrices is equal to $5 \begin{bmatrix} -4 & 2 \\ 0 & -5 \end{bmatrix}$?
- F. $\begin{bmatrix} -20 & -15 \end{bmatrix}$
 - G. $\begin{bmatrix} -10 \\ -25 \end{bmatrix}$
 - H. $\begin{bmatrix} 1 & 7 \\ 5 & 0 \end{bmatrix}$
 - J. $\begin{bmatrix} -20 & 10 \\ 0 & -25 \end{bmatrix}$

DO YOUR FIGURING HERE.

Reading Scoring Key

Reading Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	D	Not Scored	—
2	H	Not Scored	—
3	A	Not Scored	—
4	J	Not Scored	—
5	C	Not Scored	—
6	G	Not Scored	—
7	A	Not Scored	—
8	F	Not Scored	—
9	A	Not Scored	—
10	J		CS
11	B		KID
12	H		KID
13	B		CS
14	J		CS
15	C		KID
16	J		KID
17	C		CS
18	F		CS
19	B		KID
20	H		CS
21	D		KID
22	H		KID
23	A		KID
24	H		KID
25	D		IKI
26	F		IKI
27	B		IKI
28	J		IKI
29	D		KID
30	F		CS
31	A		KID
32	G		CS
33	C		KID
34	J		IKI
35	B		KID
36	H		CS

Reading Reporting Categories

(Capture raw scores/correct answers.)

Key Ideas & Details (KID) = ____ of 13

Craft & Structure (CS) = ____ of 9

Integration of Knowledge & Ideas (IKI) = ____ of 5

Total Reading Raw Score
(KID + CS + IKI) = ____ of 27

Reading Scale Score Conversion Table

Use the Total Reading Raw Score from the previous table to find the scale score you could expect if you got that number correct on test day.

Reading Raw Score	Reading Scale Score	Reading Raw Score	Reading Scale Score
27	36	13	17
26	35	12	16
25	34	11	15
24	32	10	14
23	30	9	13
22	28	8	12
21	26	7	12
20	25	6	11
19	24	5	10
18	23	4	9
17	22	3	7
16	21	2	5
15	20	1	3
14	18	0	1

Reading Scale Score = ____

Calculating a Composite Score

This version of Preparing for the ACT is geared towards students taking the “Enhanced ACT”. If you are taking the test on paper prior to September 2025, please refer to the version of the Preparing for the ACT guide labeled 2024|2025. If you are preparing for State and District prior to spring of 2026, you should refer to the *Fall 2025 Preparing for the ACT* provided by your school.

An ACT test generates a single Composite score of 1–36. Compute the Composite score by averaging the three scale scores:

1. Add your English, Mathematics, and Reading scale scores. Enter this sum in the blanks below.
2. Divide the sum by 3. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half, except for averages lower than one; round up any fraction that is one-half or more. Also round up averages that are less than one.)
3. Enter this number in the blank below. This is your Composite score.

Composite of scale scores:

English Scale Score	=	_____
Mathematics Scale Score	=	_____
Reading Scale Score	=	_____
<hr/>		
Sum of Scale Scores	=	_____
Composite score (sum ÷ 3)	=	_____

Note: If you left a test section completely blank and marked no items, do not list a scale score for that section and do not calculate a Composite score.

Scoring the Practice Writing Test

It's difficult to be objective about your own work. However, it's to your advantage to read your own writing critically, as doing so can help you grow as a writer and as a reader. It may also be helpful for you to give your practice essay to another reader, such as a classmate, parent, or teacher. To rate your essay, you and your reader(s) should review the guidelines and sample essays at <http://www.actstudent.org> and then use The ACT Writing Test Scoring Rubric, starting on the next page to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas & Analysis, Development & Support, Organization, and Language Use).

Scoring Rubric

The rubric presents the standards by which your essay will be evaluated. Readers will use this rubric to assign your essay four unique scores, one per writing domain. These are the six possible rubric scores:

Score 6: Responses demonstrate effective skill in writing an argumentative essay.

Score 5: Responses demonstrate well-developed skill in writing an argumentative essay.

Score 4: Responses demonstrate adequate skill in writing an argumentative essay.

Score 3: Responses demonstrate some developing skill in writing an argumentative essay.

Score 2: Responses demonstrate weak or inconsistent skill in writing an argumentative essay.

Score 1: Responses demonstrate little or no skill in writing an argumentative essay.

Because each domain receives its own score, the four scores you assign need not be identical. For example, you may find that your essay exhibits stronger skill in organization than in the development of ideas. In this case, you may determine that your essay should receive a higher score in Organization than in Development & Support.

Calculating Your Writing Score

The writing test section generates a single score of 2–12. Complete these steps to calculate your writing score:

1. Determine which score (range 1–6) in each of the four domains best describes the features of your writing.
2. Multiply each rubric score by 2 to get a score for each domain (range 2–12).
3. Add your four domain scores. Enter this sum of domain scores in the blank below (range 8–48).
4. Divide the sum by 4. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.)

Writing test rubric and domain scores:

Ideas & Analysis = ____ x 2 = ____

Development & Support = ____ x 2 = ____

Organization = ____ x 2 = ____

Language Use = ____ x 2 = ____

Sum of domain scores = ____

Writing subject score (sum ÷ 4) = ____

The ACT Writing Test Scoring Rubric

Ideas & Analysis Domain

Rubric Score	Ideas & Analysis Scoring Standards
6	The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities, tensions, and/or underlying values and assumptions.
5	The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities, tensions and/or underlying values and assumptions.
4	The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities, tensions, and/or underlying values and assumptions.
3	The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis of the issue and its perspectives. Analysis is simplistic or somewhat unclear.
2	The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument's thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.
1	The writer fails to generate an argument that responds intelligibly to the task. The writer's intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.

Development & Support Domain

Rubric Score	Development & Support Scoring Standards
6	Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.
5	Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.
4	Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.
3	Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.
2	Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.
1	Ideas lack development and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.

Organization Domain

Rubric Score	Organization Scoring Standards
6	The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.
5	The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.
4	The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.
3	The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.
2	The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.
1	The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.

Language Use Domain

Rubric Score	Language Use Scoring Standards
6	The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
5	The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
4	The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.
3	The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.
2	The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.
1	The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.

Next Steps

Your practice test score is an estimate of the score that you would receive during an actual administration of the ACT test. Reflecting on your practice experience can be useful as you continue to prepare for test day.

Consider the following as you review your scores as part of your general test performance:

- **Pacing:** Did you run out of time? Reread the information in this booklet on pacing yourself. You may need to adjust the way you use your time in responding to the questions.
- **Directions:** Did you spend too much time trying to understand the directions for the test sections? Make sure you understand them before test day.
- **Misses:** Review the questions that you missed. Did you select a response that was an incomplete answer or that did not directly respond to the question being asked? Try to figure out what you overlooked in answering the questions.
- **Types:** Did a particular type of question confuse you? In reviewing your responses, check to see whether a particular type of question was more difficult for you.

ACT is committed to representing the diversity of society in all its aspects, including race, ethnicity, and gender. Questions, passages, and writing prompts are chosen to reflect a range of cultures and are written to not disadvantage any particular group of examinees. ACT employs extensive reviews and statistical procedures to ensure the fairness of test materials.

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ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. You may locate copies of these Codes through the following organizations:

- Code of Fair Testing Practices in Education: American Psychological Association (<https://www.apa.org/science/programs/testing/fair-testing.pdf>)
- Code of Professional Responsibilities in Educational Measurement: National Council on Measurement in Education (<https://www.ncme.org/resources-publications/professional-learning/library>)

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